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TEACHER TURNOVER STUDY.

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VIA QUESTIONNAIRE TO 200 SCHOOL SUPERINTENDENTS IN KENTUCKY, 2,004 TEACHERS WHO HAD RESIGNED THEIR POSITIONS DURING THE 1964-66 PERIOD WERE IDENTIFIED (7 PERCENT OF THE STATE'S FULL-TIME CERTIFIED INSTRUCTIONAL STAFF). ON THE BASIS OF THE QUESTIONNAIRE RESPONSES FROM 780 (39 PERCENT) OF THESE TEACHERS, IT WAS FOUND THAT ECONOMIC FACTORS WERE THE PRIMARY REASONS FOR RESIGNATION. MOVES WERE MADE TO HIGHER-PAYING POSITIONS IN LARGER SCHOOL SYSTEMS IN THE STATE OR TO OUT-OF-STATE POSITIONS. ADMINISTRATIVE PROBLEMS AND DISSATISFACTION WITH WORKING CONDITIONS WERE ALSO PROMINENT AS REASONS FOR CHANGING POSITIONS. THE TYPICAL "TURNOVER" TEACHER HOLDS A BACHELOR'S DEGREE, HAS HAD 3 YEARS OF TEACHING EXPERIENCE IN HER FIELD OF PREPARATION, AND IS A 27-YEAR-OLD MARRIED WOMAN WITH ONE CHILD. EIGHT EARLIER STUDIES OF TEACHER TURNOVER IN VARIOUS STATES AND IN THE NATION ARE REVIEWED. (AW)

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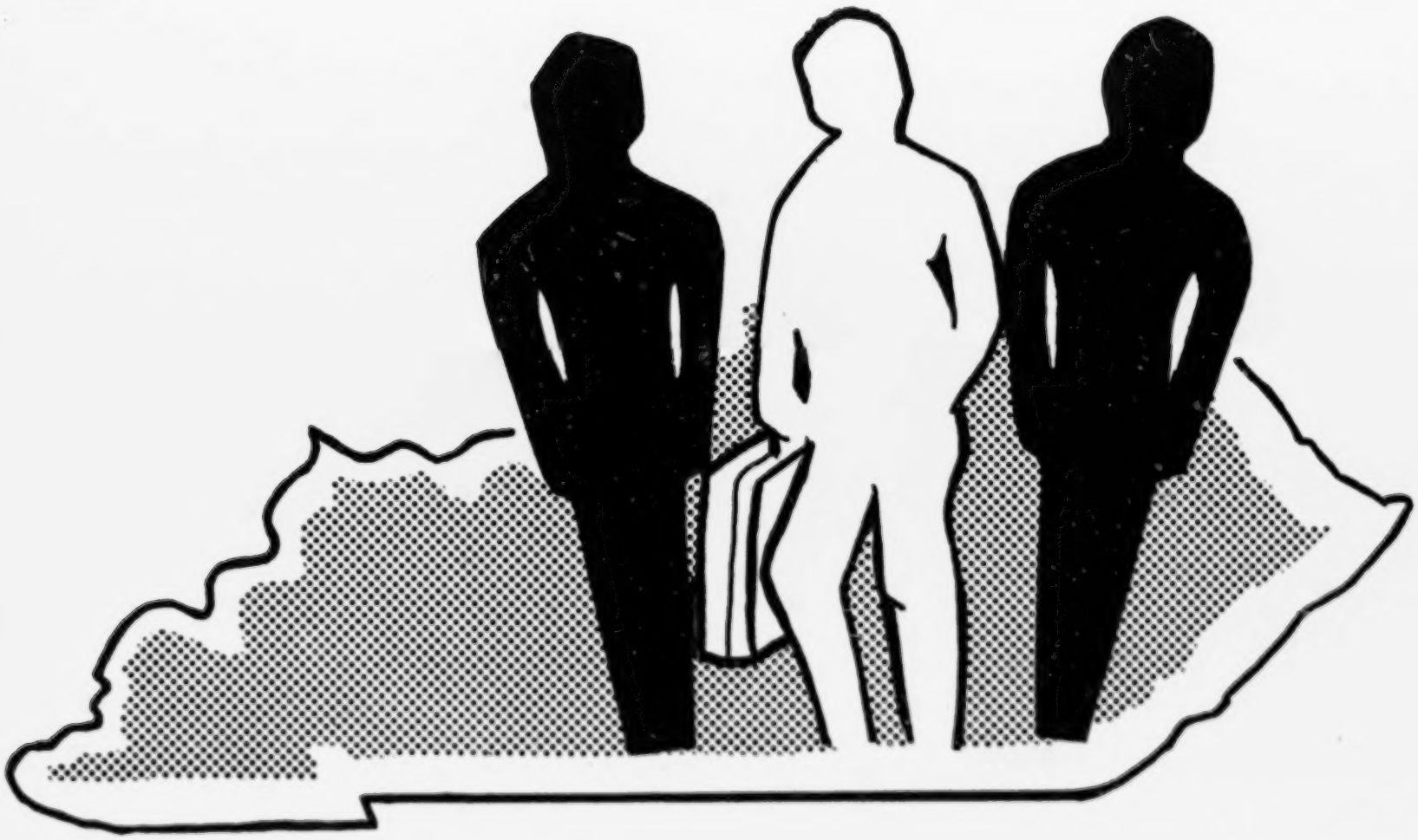

Teacher Turnover Study

1966

Teacher

Turnover

Study

TEACHER TURNOVER

A Special Report by the

Division of Statistical Services
Bureau of Administration and Finance,
Kentucky Department of Education

Dr. S. Kern Alexander
Mr. George Rush
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Foreword

This is the first study of the teacher turnover problem attempted by this Department. We are planning to conduct this same type of study several times in the next few years in order to obtain a clearer and more precise picture of the reasons for a teacher leaving his position. Although this is the initial study and we believe each of the future efforts will improve, we have attempted to make this study as complete as possible with the information available. For example, we did not determine the exact number of turnover teachers however the sample is large enough to represent the parent population.

We sincerely hope that this bulletin will result in a better understanding of the teacher turnover problem in Kentucky and help to create public awareness of the problem and support for measures to correct the condition.

Summary of Findings

1. The teacher turnover in Kentucky for the 1964-65 school year amounted to 7 percent of the entire instructional staff of 28,748 full time professionally certified personnel. The turnover accounted for 2,004 certified personnel who resigned their positions.

2. By means of a questionnaire, this study determined reasons for the resignations of 780 of the turnover teachers who returned usuable questionnaires.

3. Economic factors were listed as the main reason for turnover. However, future outlook and other working conditions were also indicated by those responding to be an area of concern.

4. Teachers who moved out of the state of Kentucky reported salary gains of approximately $1,800.

5. Teachers who moved within the state of Kentucky had a median salary between $4,000 - $4,499 before their move and between $4,500 - $4,999 after.

6. Median age of turnover teachers was between 25-29.

7. Twenty-six percent of the teachers had between two and three years teaching experience.

8. Seventy percent of the turnover teachers remained in the field of education.

9. Five hundred and sixty-six of the teachers taught in either their major or minor area of academic training.

10. Sixty-four percent of the turnover teachers had a Bachelors degree, 28 percent had a Masters and 10 percent had a Specialist degree.

11. Fifty-two percent of the respondents received degrees in Kentucky schools.

12. Six hundred or 77 percent of the respondents were married.

13. Sixty-three percent of the teachers responding to the questionnaire were women.

Typical Turnover Teacher

The statistical turnover teacher is a 27 year old married woman with one child. She holds a BS degree in education and a provisional secondary teaching certificate from the state of Kentucky. She has had three years of teaching experience and feels that she is a good teacher. She is a member of KEA, NEA, and the local education association. She taught in a school with an enrollment of 500 or more with from 21-30 teachers. She was teaching in her major area of academic training. Her annual salary was between $4,000 - $4,499. She will move to another school district in Kentucky that is larger than her former location with a salary between $4,500 - $4,999. Her new school will have 500 or more students with 21-30 teachers and she will continue to teach in her major area of academic training. Her chief reasons for leaving were economic necessity, dim outlook for improvement in working conditions, and administrative problems.

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INTRODUCTION

Education in the United States has made tremendous strides in recent years. Children have been provided with better facilities and learning aids with which to enhance the learning process. There has been national emphasis on education which has provided more funds for the improvement of education than ever before anticipated. But even with all of these gains, there still exits many problems of vital concern to all educators.[1] One of the most perplexing problems, which may have significant implications for educational opportunity, is the teacher turnover which occurs each year in our schools. In the 1870's reports of school superintendents to the U.S. Commissioner of Education indicated that teaching positions were being utilized as stepping stones to other occupations. In earlier years much of the teacher turnover problem could be attributed to the lack of stability of a specific job, but in recent years teacher tenure laws have provided the teacher with a continuity of employment never before enjoyed.

In the early 1900's standards for teaching positions were low and the supply of teachers was plentiful. As a result, filling teaching positions was no great problem. However, through the years social,

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[1]National Education Association, Research Division, Some Whys' and Wherefores' of Teacher Turnover, Research Memo 1960-64 (August 1960) p. 2.

economic, and educational conditions changed and the demand for teachers increased. The supply was not adequate to meet the need, particularly in specialized areas. The National Education Association in 1907 became aware of the need for stability of the teaching profession and listed three reasons for teacher turnover: (1) marriage, (2) lack of tenure, and (3) politics.[2]

The need for qualified teachers has increased and as recent as 1956-57 the schools of Kentucky had 1,080 beginning teachers with only emergency qualifications. Part of the teacher turnover in Kentucky can be attributed to its geographical location. The state borders Ohio, Indiana, and Illinois which have always provided higher teachers' salaries than Kentucky. Teachers could leave Kentucky school districts and drive a few miles across the river and teach for substantial increases in salaries. It has always been assumed that teachers in Kentucky were doing just that, and thereby causing an out-migration of teaching talent from the state. Since the advent of the Foundation Program in Kentucky in 1956-57, teachers' salaries have steadily climbed but are still relatively inferior to our neighbors to the north.

The Problem

Statement of the problem. Specific purposes of this study were to seek answers to the following questions pertaining to the general

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[2] Ibid., p. 2.

areas of teacher turnover.

1. To what extent did teachers, who were employed in Kentucky schools during the 1964-65 school year, not remain in the same district for the 1965-66 school year?

   a. What percent of the total teacher turnover resulted from transfer of teachers from one school district to another school district within Kentucky?

   b. What percent of the total teacher turnover resulted from transfer of teachers from Kentucky school districts to school districts outside the state?

   c. What percent of the total teacher turnover resulted from teachers leaving the profession?

2. What personal characteristics were evidenced by turnover teachers? This would include such items as sex, age, marital status, number of dependents, degree held, teaching certificate held, and professional association membership.

3. How do the 1965-66 positions held by the turnover teachers who remained in education compare with the positions they held in 1964-65 with regard to relationship of academic training of position held and annual salary?

4. How do the 1965-66 positions held by the turnover teachers who are no longer employed as educators compare with the positions they held in 1964-65 regarding annual salary?

5. What factors do turnover teachers believe were most influential in causing them to leave their 1964-65 teaching positions?

6. To what degree did dissatisfaction in each of the following areas influence teachers to leave their 1964-65 positions?

   a. Administrative and Supervisory Factors

   b. Community Factors

   c. Economic Factors

   d. Personal and Family Factors

   e. Pupil Factors

f. Working Conditions

See back cover for the questionnaire used in this study.

Procedure

Questionnaires were sent to each of the 200 superintendents in Kentucky. (See Appendix) These questionnaires asked the superintendents to list all the teachers who had left their school districts between the 1964-65 and 1965-66 school year. The superintendent was also asked to list the old address of the teacher and if possible the new or forwarding address. Eighty-eight percent of the superintendents responded and a list of 2,004 teachers was compiled. Each teacher was mailed a questionnaire on March 22, 1966. The results of the questionnaires were compiled and statistical measures were applied by utilization of the computer in the Department of Education.

Analysis. Information secured by means of the questionnaire is organized in the following manner: Data from Parts I, II, and III (items one through thirty-six) of the questionnaire are presented in a series of tables, each of which includes the total number replying to a question and the number making a particular reply. Data from Part IV (items thirty-seven through seventy-six) of the questionnaire concerning teachers' reasons for leaving their 1964-65 positions are tabulated as to number and percent marked for "N, S, M, D." This is similar to the tabulation of the other items.

Definition of Terms

Administrators - Administrators are those persons employed by school districts as superintendents or principals.

Elementary classroom teachers - Elementary classroom teachers are those persons on the instructional staff who carry more than half a normal work load instructing students in one or more grades, kindergarten through six.

Secondary classroom teachers - Secondary classroom teachers are those persons on the instructional staff who carry more than half a normal work load instructing students in one or more grades, seven through twelve.

Teachers - In this study, teachers are all professionally certificated personnel employed in Kentucky public schools, including elementary and secondary classroom teachers, administrators, and special personnel.

Teacher loss - Teacher loss is the loss of teachers from the profession due to retirement, marriage, military service, or any other reason, such as work outside the field of education.

Teacher transfer - Teacher transfer is the movement of teachers from one district to another within or without the state of Kentucky.

Teacher turnover - Teacher turnover is the loss of teachers from school districts.

Turnover teachers - Turnover teachers are all elementar and secondary classroom teachers, administrators, and special personnel who changed their 1964-65 teaching positions from one district to another, either in Kentucky or outside of Kentucky, or who quit th profession

Totals on all questions will not necessarily add up to the ttal responses because of answers omitted by respondents.

CHAPTER II

Related Research

Many studies have been conducted in recent years on the subject of teacher turnover. As interest increased many states and school districts conducted studies to identify factors which cause teachers to leave their teaching positions.

Most teacher turnover studies deal with the cause of turnover, but A. R. Lichtenberger in 1956-57, 1957-58 in a survey of teacher turnover in Nebraska was concerned with the apparent affects of teacher turnover, Lichtenberger stated:

> "Within reasonable limits, high rates of turnover of personnel indicate lowered efficiency in any enterprise. Schools are no exception."[1]
>
> Valiant efforts to improve teaching have limited long-range results when teaching staffs are riddled year after year through loss of teachers. A concerned citizenry should fully understand the virtual impossiblity of maintaining good schools when teaching staffs cannot be held together from year to year.[2]

The continuity of an instructional program is seriously hampered by teacher turnover. Turnover also is a deterrent to improving teaching practices. A teacher by moving from position to position deprives himself of the benefit of proper evaluation of performance which is so

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[1] A. R. Lichtenberger, Rates of Teacher Turnover in Nebraska Public Schools 1956-57, 1957-58. Nebraska Research Brief, Vol. II, No. 1. Lincoln, Nebraska: Nebraska Department of Education, 1958.

[2] Ibid., p. 19.

necessary to good teaching. The turnover of the teaching population causes many administrative problems. Administrators must spend many hours recruiting personnel which results in the expenditure of time and money.

In 1959, William L. Cunningham did a teacher turnover study in New York State. In this study Cunningham was concerned with the various people who might be involved in a turnover situation. Cunningham showed that a superintendent of a school district with heavy turnover, must become involved in the time consuming tasks of correspondence, recruiting trips and personal interviews. The principal in a school with much turnover must reschedule new teachers and provide orientation concerning policies and procedures of the school. The principal then must embark on a new evaluation and supervision program to improve the teaching methods of each new teacher. Pupils must adjust to new teachers and parents are unable to establish proper parent-teacher relationships. The parents and community, therefore, must increase their efforts to acquaint themselves with the ever changing staff. Cunningham further points out that a school district may suffer from a community's lack of confidence in a system that constantly loses a large percentage of its teachers.[3]

The National Education Association reported in 1960 that the

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[3]William L. Cunningham, A Study of Teacher Turnover, in Selected Districts of New York State, (unpublished doctor's dissertation,) Teachers College, Columbia University, 1959, pp. 9-10.

greatest loss of teachers occurs in the first three or four years of teaching.[4] However, it showed that some states have a greater turnover rate at higher experience levels. In California nearly 13 percent of those who left the state had more than 10 years of teaching experience.[5]

In 1959-60, the United States Office of Education conducted a study of teacher turnover during a 12 month period. The study was based on a sample of 2,179 school districts. During the 12 month period 193,200 teachers in these 2,179 districts left their teaching positions. This amount of turnover represented 13.4 percent of the total staff members at that time. A total of 77,000 were assumed to have transferred to other teaching positions while 116,000 were considered as a loss to the teaching profession. This loss represented 8.1 percent of all the teachers on the staff of public schools during 1959.[6] In this study the loss to the profession included those teachers who changed to non-teaching positions within the same or another school district. Teachers who changed teaching positions in the non-public schools or higher education were also included. In the fall of 1959 this study showed that the number of women teachers in the nation's public

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[4]National Education Association, Research Division, Some Whys and Wherefores of Teacher Turnover, Research Memo 1960-64, p. 2.

[5]Ibid., p. 4.

[6]Frank Lindenfield, Teacher Turnover in Public Elementary and Secondary Schools 1959-60, Office of Education Circular No. 675 (Washington D.C., U.S. Government Printing Office, 1963).

schools was more than twice the number of men teachers. The separation* rate was greater among women (13.8 percent) than among men (12.6 percent). On the elementary level the separation rate for women, 13.1 percent, was higher than for men, 12.7 percent. The secondary level exhibited this same pattern with the separation rate for women being 15.7 percent, and for men, 12.6 percent. The highest rate of separations occurred among women in the secondary schools.

The United States Office of Education Study shows that:

> In terms of absolute numbers of teachers, the majority of separations took place in the large school systems.....School districts with an enrollment of 1,200 pupils or more accounted for..... 77.9 percent of all separations between fall 1959 and fall 1960.

Districts with enrollments below 600 showed a higher separation rate than those above 600. Turnover was relatively high in the Great Lakes region, Plains region, West and Southwest, and relatively low in the Southeast and North Atlantic regions. The 1959-60 study by the Office of Education was a follow-up study to another covering 1957-58. In comparing the two studies the Office of Education found that, on a nationwide basis, gross separations had dropped from 17.0 to 13.4 percent. In many states, state-wide teacher turnover studies have been performed by the Department of Education, teacher organizations,

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*The term "separation" refers to those teachers who left the profession or transferred from one school system to another.

and graduate students.

In 1960, Overstreet surveyed 300 teachers in Alaska who indicated they would not return to their jobs after the 1959-60 school year. The over-all rate of teacher turnover in Alaska for 1959-60 was found to be 34.2 percent.[7]

> Of those teachers leaving their positions at the close of the 1959-60 school year, 36.3 percent had been in Alaska one year, 24.3 percent had served two years in the state, and 14.7 percent had three years in Alaska.[8]

This means that of the 300 teachers leaving their positions, only about one-fourth of them had served more than three years in Alaska schools. Of the 300 teachers 31.3 percent planned to teach in other Alaska schools and 30.3 percent planned to teach in other states or overseas. Overstreet's study found that the major reasons for turnover in Alaska were: (1) isolation of community, (2) dissatisfaction with community, (3) inadequate housing, (4) inadequate salary, (5) limited opportunity for advancement, and (6) dissatisfaction with school facilities.

A series of teacher turnover studies have been conducted in Nebraska. In the third study of this series the following trends were identified:[9]

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[7]William D. Overstreet, A Survey and Analysis of the Reasons Teachers Gave for Leaving Their Positions in Alaska in 1960, (unpublished Master's Thesis, Department of Education, University of Washington) 1960, pp. 42-43.

[8]Ibid., p. 43.

[9]A. R. Lichtenberger, Rates of Teacher Turnover in Nebraska Public Schools 1956-57 to 1957-58, Nebraska Research Brief, Vol. II, No. 1, Nebraska Department of Education, 1958.

(1) In school districts with only elementary schools the percent of teacher turnover from 1956-57 to 1957-58 was 53.18 percent.

(2) In school districts with less than 1,000 population, having elementary and secondary schools the turnover rate was 34.33 percent.

(3) In districts of 1,000 to 5,000 population, the turnover rate was 25.38 percent.

(4) In districts with secondary schools only the rate was 29.14 percent.

(5) In the cities of Lincoln and Omaha the lowest rate of turnover was registered with 18.64 percent.

The teacher turnover rate for the entire state of Nebraska in all classes of schools was 34.09 percent. This figure was higher than the 31.99 percent revealed in a Nebraska study covering the years 1954-55 to 1955-56. According to Lichtenberger the teacher turnover rate in Nebraska is on the increase. A later study by Richard Hall entitled, "Teacher Turnover in Nebraska Public Schools", showed the percentage of teacher turnover in Nebraska to be 31.92 in 1957-58.[10] Of the total teachers leaving their positions (in Lichtenberger's study) after the 1956-57 school year, 12.35 percent left their positions to

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[10]Richard E. Hall, Teacher Turnover in Nebraska Public Schools, Dissertation Abstracts, XXI, No. 5, (Ann Arbor, Michigan: University).

teach in other schools in the state and 3.13 percent accepted teaching positions outside Nebraska.[11]

The main reason for teacher turnover in Nebraska was that the teachers were accepting other teaching positions in Nebraska. Nebraska teachers who left their 1956-57 positions to teach in other schools in the state numbered 1,677 or 12.35 percent. Nebraska had a 3.13 percent loss to other states in 1956-57. Only 1.88 percent of the turnover teachers left because of changing to non-teaching employment. More than 1,200 teachers or 9.26 percent left for "domestic" reasons.[12]

The New Jersey State Department of Education reports that of the 1959-60 teachers, 7,324 left their teaching positions. In 1960-61 the number had increased to 7,464. The total percentage of turnover was not reported but during the 1959-60 to 1960-61 school years, approximately 25 percent of the turnover teachers accepted teaching positions in other New Jersey schools. About nine percent accepted teaching positions outside of New Jersey. Marriage and home reasons accounted for the largest percentage of loss to the profession in New Jersey, 26.3 percent leaving in 1959-60 and 27.1 percent leaving in 1960-61 for these reasons. Retirement and death claimed 14.8 percent of the teachers in 1959-60 and 10.6 percent in 1960-61. Leaves of absence for maternity were granted to 7.3 percent of the teachers.

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[11] Lichtenberger, op. cit., p. 17.

[12] Ibid., p. 17.

About seven percent of the turnover teachers accepted other types of employment.

In March 1963, the Oregon Education Association published a research bulletin entitled "School Personnel Turnover in Oregon 1961-62 to 1962-63." Of the 18,960 teachers employed in Oregon schools during the 1961-62 school year, 3,218 or 17.0 percent did not return to their positions in the fall of 1962. Data were not collected in the study to ascertain the reasons for school personnel turnover.[13]

The Tennessee Education Association published annual compilations of data on teacher turnover in 1962 and 1963. In 1960-61, the turnover in the state was estimated at 10 percent and in 1961-62, 11.6 percent. In both years about five percent of Tenessee's classroom teachers were classified as lost. The reason most frequently given for leaving was the acceptance of a teaching position elsewhere. This reason was given by 21 percent of the turnover teachers in 1960-61 and 25.4 percent in 1961-62. Causes for teachers going to other districts were not sought. Leaves of absence accounted for 15 percent of the reasons for turnover and "to become a full-time homemaker" was the reason given for 10.3 percent in 1960-61 and 12.9 percent in 1961-62. Another 10 percent of turnover was caused by transfer of spouse. Retirement, dismissal, and acceptance of positions in fields other than

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[13]Oregon Education Association, School Personnel Turnover in Oregon 1961-62 to 1962-63, O.E.A. Research Bulletin XXII, No. 4, p. 2.

education were other major reasons for turnover in Tennessee.[14]

A 1960 study in Utah revealed that the rate of turnover was about 12 percent of the total number of teachers. The major reason for leaving teaching jobs in Utah was given as "returning to home responsibilities." The next most often reported reason for leaving was inadequate salaries.[15]

In a recent Idaho study published in 1964, teacher turnover was 18.66 percent or 1,341 of the entire teaching force of 7,186. Male teachers who resigned did so mainly for economic reasons while female teachers resigned for family factors such as: matrimony, maternity, and spouse's transfer. Of all reasons given for turnover, the major reason was economic factors.

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[14]NEA, Research Division, Teacher Turnover and Teacher Loss, op. cit. pp. 4-5.

[15]Ibid., p. 5.

CHAPTER III

Some General Characteristics Pertaining to Teachers

Factors such as population and economics are characteristics closely related to teacher turnover. A brief review of these factors as they relate to Kentucky schools are presented in this chapter.

Population

In 1965 the total resident population in the United States totaled 193,318,000. Kentucky in 1965 had an estimated 3,179,000 people in residence. Kentucky had a total resident population increase of 4.6 percent between 1960 and 1965, while the United States as a whole had an increase of 8.1 percent. It was estimated that 4..9 percent of Kentucky's population in 1964 was between the ages of 21 and 64 years.

Table 1 shows total extimated population, percent increase and percent population aged 21-64, for Kentucky and selected states from April 1, 1960 to July 1, 1965.

TABLE 1

ESTIMATED TOTAL POPULATION, PERCENT INCREASE, PERCENT POPULATION AGED 21-64 FOR KENTUCKY, UNITED STATES, AND SELECTED STATES

State	Estimated Total Population	Percent Increase Total Population April 1, 1960 to July 1, 1965	Percent of Population Aged 21-64, 1964
Kentucky	3,179,000	4.6	47.9
Illinois	10,644,000	5.6	50.7
Ohio	10,245,000	5.6	49.6
Indiana	4,885,000	4.8	48.9
Missouri	4,497,000	4.1	49.3
Virginia	4,457,000	12.4	50.5
Tennessee	3,845,000	7.8	50.0
West Virginia	1,812,000	-2.6	48.6
United States	193,818,000	8.1	49.8

Source: Rankings of the States, 1966, Research Report 1966-R1, Research Division, National Education Association, January 1966.

School-Age Population

School-age population is pertinent to understanding Kentucky's teacher turnover problems. Table 2 gives the number of school age children, ages 5 through 17, per 100 adults, ages 21 through 64, within selected states and the United States in 1964.

TABLE 2

ESTIMATED SCHOOL-AGE POPULATION,
NUMBER OF SCHOOL-AGE CHILDREN (5-17) PER 100 ADULTS (21-64)
WITHIN SELECTED STATES AND THE UNITED STATES, 1964

State	Estimated School-Age Population (5-17), 1965	Percent School-Age Children (5-17) per 100 Adults, 1964
Kentucky	850,000	56
Ohio	2,735,000	54
Illinois	2,660,000	49
Indiana	,295,000	54
Virginia	158,000	52
Missouri	1,115,000	51
Tennessee	1,005,000	53
West Virginia	489,000	56
United States	49,997,000	52

Source: Rankings of the States, 1966, Research Report 1966-R1, Research Division, National Education Association, January 1966.

Number of Classroom Teachers

Table 3 shows the estimated total number of classroom teachers in the elementary and secondary schools of Kentucky and selected states.

TABLE 3

ESTIMATED NUMBER OF CLASSROOM TEACHERS IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS OF KENTUCKY, SELECTED STATES AND THE UNITED STATES, 1965-66

State	Elementary School			Secondary School			Total Classroom Teachers
	Men	Women	Total	Men	Women	Total	
Kentucky	2,220	14,400	16,620	4,500	5,250	9,750	26,370
Illinois	10,024	42,598	52,622	19,837	16,362	36,199	88,821
Indiana	4,667	20,053	24,720	11,839	8,426	20,265	44,985
Missouri	3,926	20,742	24,668	6,568	5,804	12,372	37,040
Ohio	6,491	41,949	48,440	21,291	16,796	38,087	86,527
Tennessee	2,300	17,200	19,500	5,075	6,625	11,700	31,200
Virginia	1,895	21,798	23,693	6,692	10,465	17,157	40,850*
West Virginia	660	7,640	8,300	2,825	3,975	6,800	15,100
United States	143,100	821,539	964,639	393,475	341,216	734,691	1,699,330*

*Other Non-Supervisory Instructional Staff included.

Source: Estimates of School Statistics, 1965-66, Research Division-National Education Association, December 1965, p. 28.

School Personnel Experience

In 1964-65 there were a total of 28,433 teachers and other instructional personnel employed in Kentucky's schools. Of this number 1,952 were beginning teachers with no previous experience.

Table 4 shows the number and percentage of teachers by experience categories.

TABLE 4

NUMBER AND PERCENTAGE OF TEACHERS BY EXPERIENCE CATEGORY FOR KENTUCKY, 1964-65*

Year	Number	Percentage
0-3	6,624	23.3
4-9	6,028	21.2
10 or more	15,781	55.5
Total	28,433	100.0

*Includes part-time

Source: Files Division of Statistical Services, Kentucky Department of Education

The years of experience ranged from one to fifty-three.

Table 5 shows the estimated average salaries for all instructional personnel for Kentucky and selected states for 1965-66.

TABLE 5

ESTIMATED AVERAGE ANNUAL SALARIES OF TOTAL INSTRUCTIONAL STAFF FOR KENTUCKY AND SELECTED STATES, 1965-66

State	Average Salary of Instructional Staff	Percent of Increase Over 1964-65
Kentucky	$5,100	3.3
Illinois	7,225	5.0
Indiana	7,300	7.6
Missouri	6,003	4.0
Ohio	6,550	6.1
Tennessee	5,225	5.7
Virginia	5,800	4.1
West Virginia	5,200	8.2
United States	6,792	5.1

Source: Estimates of School Statistics, 1965-66, Research Division-National Education Association, December 1965, p. 30.

Tables 6 and 7 show the percentage distribution of population within specified age groups in the United States for 1960. (Last U. S. census year) The groups are arranged in four year intervals and present a percentage range from 6.0 percent to 6.9 percent in Table 6. Table 7 has a range from 5.7 to 6.5 percent.

TABLE 6

PERCENT DISTRIBUTION OF POPULATION WITHIN SELECTED AGE GROUPS IN THE UNITED STATES 1960

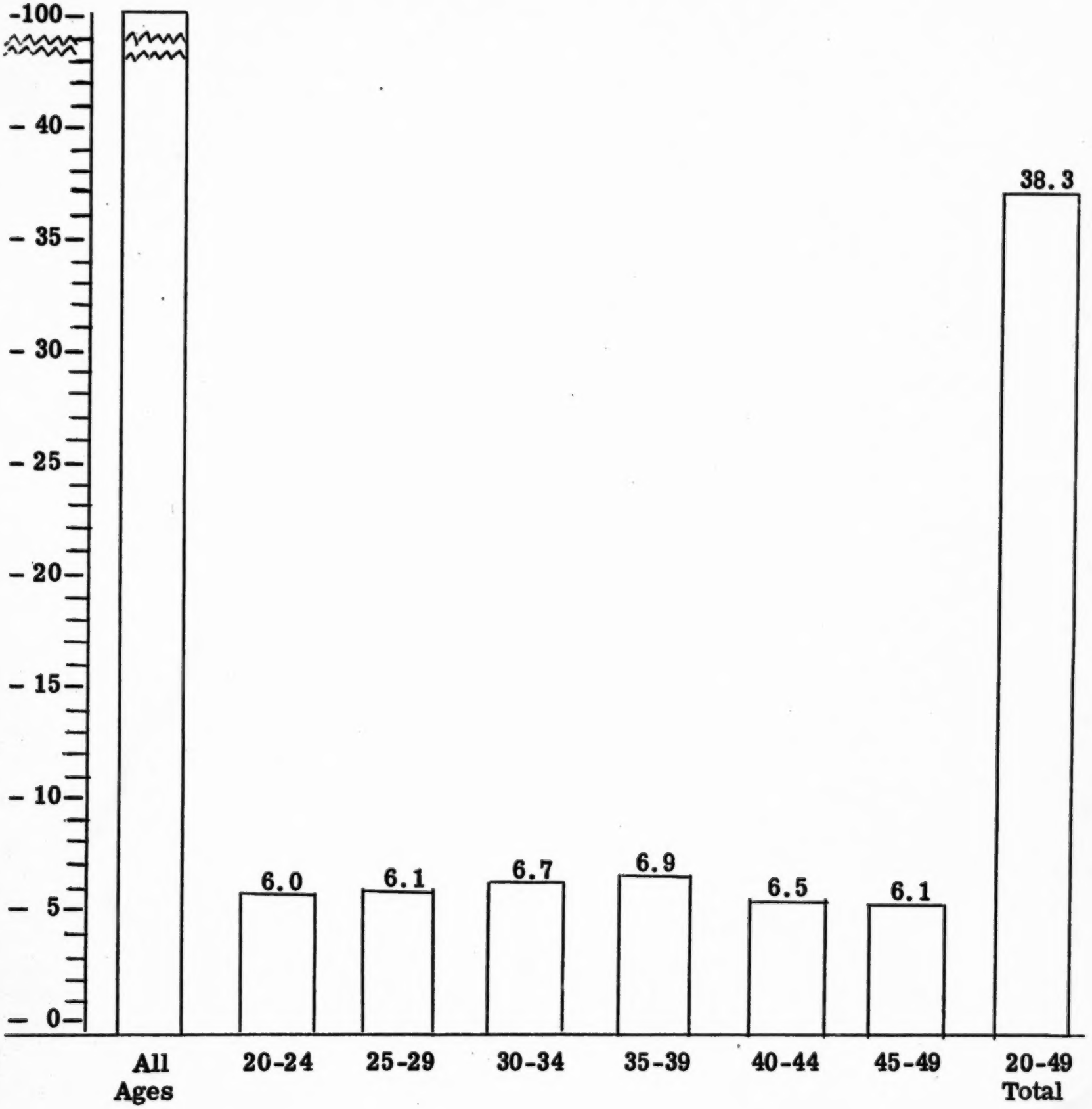
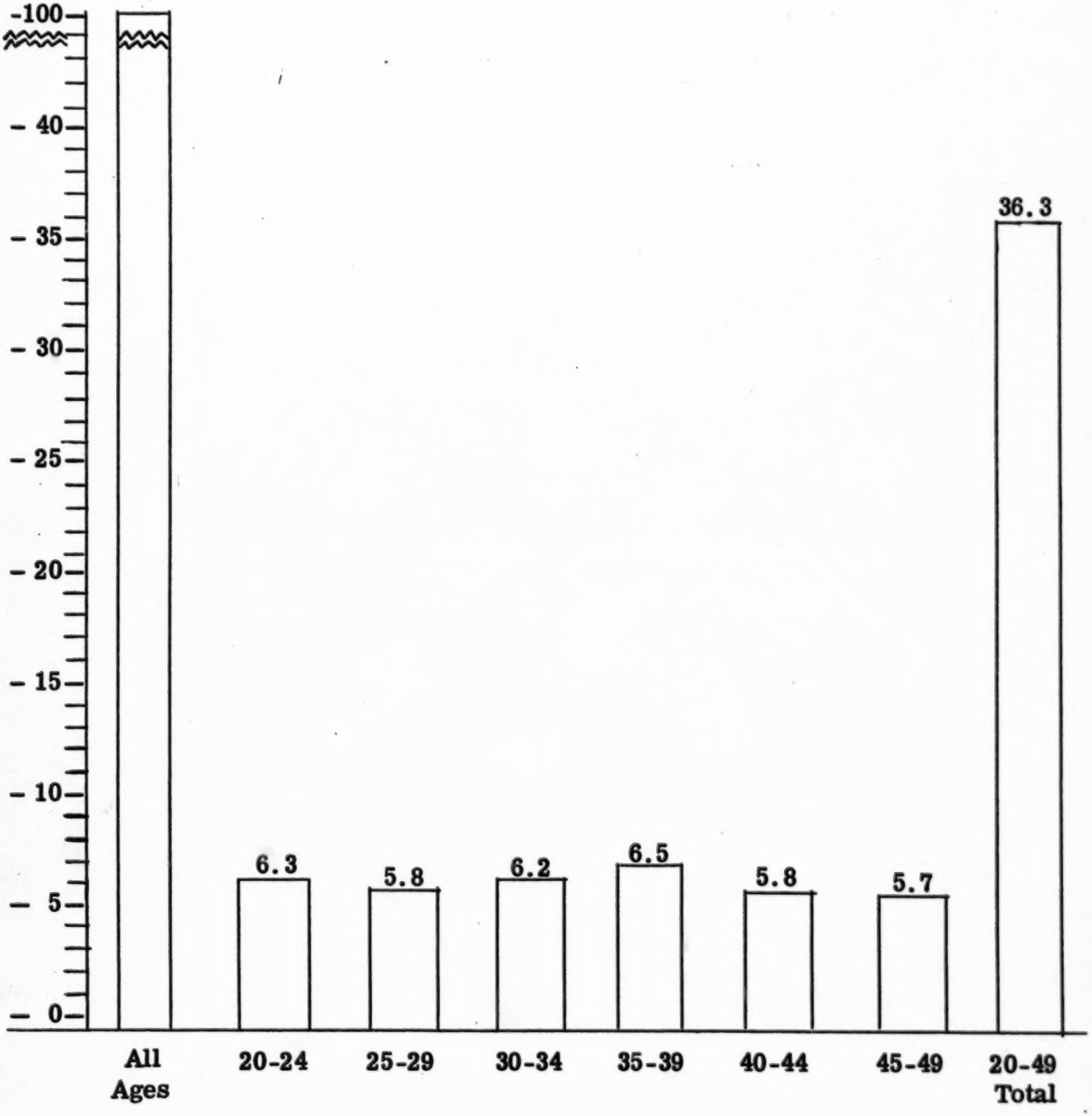


TABLE 7

PERCENT DISTRIBUTION OF POPULATION WITHIN SELECTED AGE GROUPS IN KENTUCKY 1960



CHAPTER IV

Summary of Findings from Questionnaire

I. Introduction

The tables contained in this Chapter and Chapter V will present most of the data collected by this survey. The narrative was confined to those factors which the Division of Statistical Services felt were most directly related to understanding why teachers left their positions. However, not all data presented will be discussed, so the reader is encouraged to study the responses as reported in the various sub-groupings to gain other useful information concerning the turnover teachers for the 1964-65 year (1964-65 refers to those turnover teachers leaving their jobs after 1964-65 and before 1965-66). In order to facilitate understanding of these responses, a copy of the questionnaire has been placed in the appendix.

II. Statistical Analysis of Selected Factors

A. Age Distribution

The age of the turnover teacher seemed to be primarily in the 20-29 age group. One hundred and sixty-three teachers were in the 20-24 category and 249 were in the 25-29 bracket totaling 412 or 53% of all the turnover teachers responding to the questionnaire. In 1963-64 the age group 20-29 accounted for only 27% of the teachers belonging to the Retirement system which seems to indicate that the age group of

20-29 was the most critical in holding teachers. This was not surprising however since it is consistent with the findings of many of the other studies on teacher turnover throughout the country.

TABLE 8

AGE GROUP OF THOSE TEACHERS LEAVING
THEIR POSITIONS AT CLOSE OF 1964-65 SCHOOL YEAR

Age	Number	Percent
Under 19	2	--%
20-24	163	21
25-29	249	32
30-34	97	13
35-39	76	10
40-49	73	9
50-59	61	8
60 or Over	48	6*

*Totals will not correspond with sample totals due to number of teachers not responding.

TABLE 9

FREQUENCY DISTRIBUTION, AGES OF TEACHERS
BELONGING TO THE TEACHER'S RETIREMENT SYSTEM
IN KENTUCKY, BY SEX, FOR 1963-64 SCHOOL YEAR

Age	Male	Female	Total
20-30	3,348	4,823	8,171
30-40	2,462	3,550	6,012
40-50	1,570	4,558	6,128
50-60	1,576	5,922	7,498
60-70	515	1,893	2,408

B. Teaching Experience

The following data seems to indicate that the majority of the 1964-65 turnover teachers had from 2-3 years experience. While the next highest were those teachers with 6-9 years of experience. There did not seem to be a significant difference in those still in Education and those leaving the field of Education as to years of teaching experience. Table 10 shows that the mode in experience distribution fell in the category "2-3 years of experience."

TABLE 10

NUMBER OF YEARS TEACHING EXPERIENCE

Experience	Respondents Still in Education		Respondents Not in Education		Total Respondents	
	Number	Percent	Number	Percent	Number	Percent
Less than one year	7	1	3	2	11	1
One year	53	10	26	14	84	11
2-3 years	139	26	57	30	200	26
4-5 years	95	17	29	15	131	17
6-9 years	108	20	25	13	136	18
10-14 years	57	10	19	10	81	10
15 or more	79	15	29	15	122	16
Total	538	99	188	99	765	99*

*Totals will not correspond with sample totals due to number of teachers not responding.

TABLE 11

COMPARISON OF EDUCATIONAL BACKGROUNDS OF TEACHERS WHO MOVED WITHIN KENTUCKY AND THOSE MOVING OUT OF THE STATE

	Number of Those Who Moved Within Kentucky	Percent of Those Who Moved Within Kentucky	Number of Those Who Moved From Kentucky	Percent of Those Who Moved From Kentucky	Total
Less Than BA or BS	22	4.0%	11	6%	35 - 4%
BA or BS in Education	277	52.0	92	47	380 - 49
BA or BS not in Education	78	14.0	39	20	120 - 15
Master's in Education	127	24.0	44	23	177 - 23
Master's not in Education	26	5.0	7	4	36 - 5
Specialist in Education	3	.5	1	-	4 - 1
Doctorate	3	.5	0	-	3 - 0
Total	536	100.0%	194	100%	755 - 97%*

*3 percent did not respond.

C. Academic Preparation

The academic preparation of those changing districts after their 1964-65 jobs did not seem to be of great influence as to whether these people moved within Kentucky or out of the state as the percentage for each group was remarkably similar.

D. Salary Factors

Table 12 shows the salary for the turnover teachers at their former location and the salary at their present locations. An increase in the number of teachers in the higher salary brackets can readily be seen which would seem to indicate a substantial salary increase involved on the moves that were made even allowing for regular increments and inflation. There were 148 unemployed in 1965-66.

TABLE 12

SALARIES OF TURNOVER TEACHERS

Salary	1964-65 Locations	Percent	1965-66 Locations	Percent
Under - 3,499	51	7%	39	5%
3,500 - 3,999	52	7	12	2
4,000 - 4,499	300	38	83	11
4,500 - 4,999	168	22	112	14
5,000 - 5,499	82	11	108	14
5,500 - 5,999	52	7	59	8
6,000 - 6,499	24	3	54	7
6,500 - 6,999	13	2	32	4
7,000 or Over	11	1	94	12
Total	753	98%	593	77%*

*Totals will not correspond with sample totals due to number of teachers not responding.

The annual salary reported most often (the mode) by all respondents was between $4,000 - $4,499 for the 1964-65 school year. However the salary reported most often by the 1965-66 turnover teacher was $4,500 - $4,999. When the salaries were divided into those leaving Kentucky and those remaining, the mode for those leaving Kentucky was $7,000 or over while those remaining in Kentucky reported $4,500 - $4,999. The same was true of those leaving education and those remaining in education. The mode for those leaving education was $7,000 or over while those still in education reported $4,500 - $4,999.

Under the section Economic Factors several items were listed as being determining factors in turnover. Of these 14.3 percent of the turnover teachers felt there was no financial future in teaching. Those who listed higher salaries in other states as a deciding factor, totaled 21.8 percent while 19.6 percent felt that the salary schedule was not related to merit.

A comparison of responses to question #53, "Salary Insufficient" between those teachers remaining in Kentucky and those leaving the state shows that 85 or 43% of those turnover teachers who left the state listed this as a dominant reason for leaving. Twenty-one or 11% listed it as a moderate influence. This indicates that 106 or 54% of those leaving the state indicated that an insufficient salary had a marked influence on their decision to leave. Those teachers who remained in Kentucky listed insufficient salary as being dominant only 106 times or 19% of those responding. A moderate influence was checked by the remaining teachers

48 times or 9% of those responding. This totals to 154 or 28% of those remaining in the state listing salary insufficient as a major cause of leaving their jobs. Responses to question #53 are given below by the influence this factor had on their decision to leave.

TABLE 13

INFLUENCE OF "SALARY INSUFFICIENT" (#53)
ON TEACHER TURNOVER

Influence	Leaving Kentucky		Remaining in Kentucky	
	Number	Percent	Number	Percent
None	58	29%	278	51%
Slight	15	8	61	11
Moderate	21	11	48	9
Decided	85	43	106	19
No Answer	18	9	54	10
Total	197	100%	547	100%

E. General Aspects

Some general aspects of the 1964-65 Kentucky turnover teachers as tabulated from responses on Parts I, II, and III of the questionnaire.

1. Of all the teachers reporting 600 or 78% were married.

2. Four hundred and six or 59% of those teachers responding had received their degrees from State Colleges or Universities in Kentucky (including University of Louisville). This does not include the private colleges in Kentucky.

3. Of all those responding to the questionnaire 297 or 37% were elementary teachers, 192 or 24% were with Junior High schools, and 312 or 39% were affiliated with high schools.

4. Only 71 answered yes to question #36, "Was a promotion involved in your transfer?" This amounts to only 15% of those answering while 314 did not answer this question.

5. Of the respondents 749 belonged to KEA, 687 NEA, 15 AFT, 614 Local Educational Association, and 217 to other teacher groups.

6. In response to question #10, "Type of Kentucky Teaching Certificate Held," the following data were collected:

Provisional Elementary	233
Provisional Secondary	337
Standard Elementary	54
Standard Secondary	119
Superintendent	11
Elementary Principal	23
Secondary Principal	29
Pupil Personnel Ser.	22
Other	92

7. In response to question #28, "Are you still employed in Education?", 543 or 74% of those responding indicated that they were still in education, 188 or 26% said they were not. However these 188 may not be truely representative of teacher loss, because of maternity, pending marriage, etc. may cause a temporary withdrawal from the profession for a short period of time.

8. Table 14 gives the teacher loss index for the K.E.A. districts. The method of determining this teacher loss index is given on the chart. This also seems to validate what the readers might

originally have thought, that is, that the teacher loss index is highest in those districts bordering other states where the overall economy of the state is higher than we have in Kentucky. As might be expected the highest teacher loss index is in Northern Kentucky with an index of 4.31, Eastern Kentucky is second with 3.62.

TABLE 14

MIGRATION OF TEACHERS

KEA Districts	ADA	Number of Teachers Leaving Districts	Number of Teachers Entering Districts	Index of Out-Migration*	Index of In-Migration**	Teacher Loss Index
First	40,010	88	37	2.19	0.92	1.27
Second	45,818	184	47	4.01	1.02	2.99
Third	47,874	177	70	3.69	1.46	2.23
Fourth	37,184	157	48	4.22	1.29	2.93
Fifth	124,647	336	82	2.69	0.65	2.03
Central	91,537	356	166	3.88	1.81	2.07
Middle Cumberland	25,632	84	26	3.27	1.01	2.26
Northern	45,147	234	39	5.18	0.86	4.31
Upper Kentucky River	31,757	67	19	2.10	0.59	1.51
Eastern	33,119	187	67	5.64	2.02	3.62
Upper Cumberland	51,272	134	37	2.61	0.72	1.89
Total		2,004	638	39.48	12.35	27.11

*Arrived at by dividing Column 2 by Column 1 and multiplying the results by 1,000.
**Arrived at by dividing Column 3 by Column 1 and multiplying the results by 1,000.

F. Economic Necessity

Of those teachers leaving Kentucky 46 listed "Economic Necessity" as the major reason for leaving (20%). Those remaining in Kentucky listed "Economic Necessity" as the major cause 71 times or 13% which reiterates the fact that those who left the state considered low salary as the predominant reason for leaving. Table 15 gives the responses of the turnover teachers to question #23 subsection (4) "Economic Necessity." This indicates the number of teachers considering "Economic Necessity" as the first, second, and third most important reason for changing school districts. The number of teachers considering one of the other eight subsections as their three most important reasons for changing districts are listed in the last row of figures.

TABLE 15

INFLUENCE OF ECONOMIC NECESSITY ON TURNOVER

	Total Teacher Turnover		Total Leaving Kentucky		Total Remaining in Ky.	
	Number	Percent	Number	Percent	Number	Percent
First	119	15%	46	20%	71	13%
Second	60	8	22	10	37	7
Third	46	6	11	5	32	6
All Other Factors	555	71	148	65	407	74
Total	780	100%	227	100%	547	100%

Listed below are all the possible answers to question #23 and the order of their importance for the entire turnover teachers, those remaining in Kentucky and those leaving the state.

The factors considered most important in influencing the 1964-65 turnover teachers decision to leave their jobs are listed below in order:

Total Responses

1. Personal Reasons
2. Economic Necessity
3. Husband (or wife) changed employment
4. Administrative and/or supervisory relationship unsatisfactory
5. Unsatisfactory teaching conditions
6. Adverse community conditions
7. Critical difference of opinion with administrator
8. Left teaching profession permanently

For those remaining in Kentucky the ranks of each was:

1. Personal Reasons
2. Economic Necessity
3. Administrative and/or supervisory relationship unsatisfactory
4. Husband (or wife) changed employment
5. Unsatisfactory teaching conditions
6. Critical difference of opinion with administrator
7. Adverse community conditions
8. Left teaching profession permanently

For those leaving Kentucky:

1. Economic Necessity
2. Husband (or wife) changed employment
3. Personal Reasons
4. Administrative and/or supervisory relationship unsatisfactory
5. Unsatisfactory teaching conditions
6. Adverse community conditions
7. Critical difference of opinion with administrator
8. Left teaching profession permanently

The following information is based on Part IV of the questionnaire dealing with six major areas affecting teachers. The questionnaire attempted to develop more specific information on the thinking of the turnover teachers in these areas, by asking them to indicate by degree how much of a role designated factors played in their decision to leave their 1964-65 positions. The method used to statistically compare the responses from the teachers was a critical index. Table 16 illustrates the relationship of the critical index of all the turnover teachers, those turnover teachers remaining in Kentucky, and those leaving Kentucky.

TABLE 16

CRITICAL INDEX FOR KENTUCKY TEACHER TURNOVER 1964-65*

Area	Total	Remaining in Kentucky	Leaving Kentucky
Administrative and Supervisory Factors	.441	.427	.516
Community Factors	.332	.288	.497
Economic Factors	.608	.483	.997
Personal and Family Factors	.360	.334	.464
Pupil Factors	.448	.251	.526
Working Conditions	.562	.536	.695

*The greater the number, or "critical index" of the major areas the greater the apparent influence of those areas on teachers' decisions to leave their 1964-65 positions. The critical index was calculated as follows: the answers to questionnaire items thirty-seven through seventy-six were weighted. A numerical value was arbitrarily assigned

each possible response. An answer of "N", indicating that the factor had "no influence" on the respondent's decision to change positions was given a value of zero. An answer of "S", or "slight influence," was given a value of one; "M", or "moderate influence", was given a value of two; and "D", or "decided influence," received a value of three. The values that each question received were totaled. The totals for the questions within each major area were added together to give a "cluster" of response to that major area. Each "cluster" was then divided by the number of questions within the major area to obtain the average weighted response to each item within the area. The average weighted response was, in turn, divided by the number of respondents to obtain the "critical index."

In order to better understand the responses of the turnover teacher, each area has been individually listed on the following page with a short summary and an analysis of the most frequently marked factors. The percentage is derived by adding the total number of those responding that indicated a factor had either a "decided" or "moderate" influence on their decision to leave their 1964-65 positions. It was felt that a response of "decided" or "moderate" did infer that a teacher felt that the factor was influencial in causing them to move. The totals for all the responses can be found in Chapter V if the reader wants to pursue this matter to greater detail.

Recapitulation of Responses to Chapter IV

1. Administrative and Supervisory Factors

This general area had the closest correlation of critical index of those teachers leaving the state and those remaining. This did seem to be a definite factor in a decision to leave a school district, (even though it apparently wasn't an influence of great signifance in leaving or remaining in Kentucky), since the critical index was third for those teachers staying in Kentucky and fourth for those leaving as well as being fourth overall. The two main areas of concern according to teacher responses were failure of administrators to praise worthy teachers and support teacher decisions.

2. Community Factors

This area shows the lowest total critical index for all the respondents and was fifth of six for both, the teachers leaving and those staying, in Kentucky. However the teachers leaving the state indicated that they considered it a problem of greater importance than the teachers remaining in Kentucky. The critical index for those leaving was .516 while it was only .288 for those remaining. The chief areas of concern were:

(a) A lack of community financial support for the schools. Of those leaving the state 29.8 percent felt that this had a decided or moderate influence on the final decision to leave their positions. Of those staying in Kentucky 16.1 percent felt that this played a prominent role n their decision to leave their 1964-65 positions at the close of the school year.

(b) Of those leaving 22.3 percent indicated a general lack of parental interest in school affairs. Only 11.3 percent of those remaining in Kentucky felt that this was a problem area.

(c) Of those leaving the state 19.6 percent felt that inadequate recreational facilities were a major factor in their decision to leave their positions. Only 8.7 percent of those who remained in the state considered this a factor in leaving.

3. Economic Factors

This general area had the highest critical index of all the factors listed by the teachers. The total was .608 with the teachers leaving Kentucky recording an index of .997 and the teachers staying in Kentucky a critical index of .483. Some of the specific problem areas are listed below.

(a) Of the teachers leaving the state 15.5 percent felt that Business or Industry offered higher incomes and better opportunity. Only 12.4 percent of those staying indicated this was an area of concern.

(b) Those teachers who left the state replied that other states offering higher salaries had a dominant role in their decision to leave.

(c) Of those teachers leaving the state 27.7 percent indicated that one of the decisive reasons for leaving was the fact that salary was not related to merit. Only 17.6 percent of those teachers remaining in the state of Kentucky felt that this was a problem.

4. Personal and Family Factors

Personal and family factors had a relatively low critical index of .360 with those remaining in Kentucky an index of .334

and those leaving .464. The factors marked most by the respondents are as listed below:

(a) Of those teachers leaving Kentucky 19.1 percent listed pending marriage or need to take care of home as a reason for turnover while 15.1 percent of those remaining in Kentucky listed this as a factor. A total of 15.5 percent listed pending marriages or need to take care of home as a reason for changing positions.

(b) Of those teachers 15.3 percent listed family moved and 17.7 percent of the total listed spouses move as the dominant factor in their move.

5. Pupil Factors

Pupil factors had the lowest critical index for those remaining in the state but was third for those leaving and third overall. There seemed to be only one major area of concern. Of those leaving the state 24.5 percent felt that they did not have enough relief from the pupils during the day. Of those staying in the state 21.7 percent also felt that this was a major factor in their move within the state.

6. Working Conditions

This area caused quite a bit of concern, ranking second for all the respondents and second for those leaving Kentucky but first for those remaining in the state. Some of the specific factors influencing the final decision to leave their positions were:

(a) 17.1 percent listed classes too large as being prominent.

(b) 31.8 percent thought that the future outlook for improvement too discouraging to continue at their present position. This is broken down into 45.5 percent of those leaving the state and 30.5 percent of those who remained in Kentucky.

(c) 27.4 percent listed lack of opportunity for advancement as a chief reason for leaving, 30.8 percent of those leaving the state and 27.2 percent of those remaining responded to this question by indicating that this factor had either a decided or a moderate influence on their decision to leave their 1964-65 positions.

(d) 20.7 percent felt that a lack of teaching aids, materials, etc. was a factor that caused them to leave their positions. Of those leaving the state 32.4 percent considered this important while 17.8 percent of those who left their 1964-65 positions but remained in the state felt this was a factor.

(e) 22.3 percent listed lack of time for planning, preparing, and evaluating activities as a major cause for leaving.

(f) 16.6 percent listed "teaching field too confining" as a reason for leaving.

The individual questions that were checked most often by the turnover teachers are given on the following page. In order to obtain a more meaningful figure the responses were weighted, (N=0, S=1 M=2, D=3). The totals were then ranked in correct order for the total group, those teachers leaving Kentucky, and those teachers leaving their 1964-65 positions but remaining in Kentucky.

Total Group

1. Salary Insufficient
2. Future outlook for improvement in working conditions too discouraging
3. Lack of opportunity for advancement
4. Lack of time for planning, preparing, and evaluating teacher activities
5. Lack of teaching aids, materials, and equipment
6. Too little relief from pupil contact during the day
7. Other states paid higher salaries
8. Inadequate community financial support of schools
9. Administrator failed to support teachers' decisions
10. Salary schedule not related to merit

Turnover Teachers Leaving Kentucky

1. Other states paid higher salaries
2. Salary Insufficient
3. Future outlook for improvement in working conditions too discouraging
4. Lack of time for planning, preparing, and evaluating teacher activities
5. Lack of teaching aids, materials, and equipment
6. If married, did your spouse's move prompt your leaving the position
7. Lack of opportunity for advancement
8. Family moved or plans to move
9. Inadequate community financial support of schools
10. Salary schedule not related to merit

Turnover Teachers Remaining in Kentucky

1. Future outlook for improvements in working conditions too discouraging
2. Salary Insufficient
3. Lack of opportunity for advancement
4. Lack of time for planning, preparing, and evaluating teacher activities
5. Too little relief from pupil contact during the day
6. Lack of teaching aids, materials, and equipment
7. Administrator failed to appreciate and praise worthy teachers
8. Teaching too confining, no time to relax during the day
9. Too many routine and monotonous duties
10. Salary schedule not related to merit

This study along with others mentioned in this bulletin point out the need for increased action to improve the holding power of teachers in our schools. It is important that school board members, administrators, leaders in professional organizations, and legislators as well as teachers become more cognizant of the reasons for teachers leaving. Because of the variety of general areas giving teachers cause to leave, it will take a combined effort of all those connected with education to allieviate the problem. The questionnaire had its limitations as far as the amount of generalizations that could be drawn from the data collected, but the next chapter contains additional information that might be helpful to an individual investigating a section of the study in more detail.

CHAPTER V

Other Replies to Questionnaire

This section of the study lists the responses of the turnover teachers not given elsewhere in the report. The question numbers correspond with those on the questionnaire.

1 - Sex

Sex	Total Teachers	Percent	Turnover Teachers Replying to Questionnaire	Percent
Male	8,439	29	277	36
Female	20,309	71	494	63
No Response			7	1
Total	28,748	100%	780	100%

3 - Marital Status

Status	Number	Percent
Single	124	16
Married	600	77
Divorced	21	3
Separated	1	-
Widowed	24	3
No Response	10	1
Total	780	100%

4 - Number of Dependents

Dependents	Number	Percent
0	247	32
1 - 2	306	39
3 - 4	170	22
5 - 7	25	3
8 or more	2	0
No Response	30	4
Total	780	100%

9 - Institution Granting Degree

Institution	Number	Percent
University of Kentucky	82	11
Western Kentucky University	119	15
Eastern Kentucky University	94	12
Morehead University	51	6
Murray University	43	6
University of Louisville	17	2
Other	288	37
No Response	86	11
Total	780	100%

12 - Teacher's Self-Evaluation

Rating	Number	Percent
Excellent	126	16
Good	484	62
Average	121	16
Fair	6	1
Poor	1	-
No Response	42	5
Total	780	100%

13 - Professional Association Membership While Teaching in Kentucky

Association	Number	Percent
KEA	749	96
NEA	687	88
AFT	15	2
Local	614	79
Other	217	28

14 - Community Population of Turnover Teacher's Residence in 1964-65

Population	Number	Percent
Less than 500	95	12
500 - 2,499	166	21
2,500 - 4,999	116	15
5,000 - 9,999	92	12
10,000 -19,999	61	8
20,000 or more	216	28
No Response	34	4
Total	780	100%

15 - Total Enrollment in School District

Enrollment	Number	Percent
Less than 50	9	1
50 - 149	11	1
150 - 299	16	3
300 - 599	56	7
600 - 1,199	122	16
1,200 - 5,999	292	37
6,000 - 11,999	74	10
12,000 or more	88	11
No Response	112	14
Total	780	100%

16 - Total Enrollment in School in Which Respondent Taught

Enrollment	Number	Percent
Less than 50	16	2
50 - 99	11	1
100 - 299	121	15
300 - 499	185	24
500 or more	380	49
Not Applicable	20	3
No Response	47	6
Total	780	100%

17 - Number of Teachers in the School in Which Respondent Taught

	Number	Percent
Less than 11	111	14
11 - 20	182	23
21 - 30	216	28
31 - 50	156	20
50 or more	75	10
Not Applicable	13	2
No Response	27	3
Total	780	100%

19 - Administration

Administration	Number	Percent
Elementary	94	12
Junior High School	37	5
High School	49	6
Superintendent	8	1
Not Applicable	592	76
Total	780	100%

20 - Special Services

Services	Number	Percent
Guidance and/or Counseling	35	4
Supervision	59	8
Library	55	7
Special Education	57	7
Other	75	10
No Response	499	64
Total	780	100%

21 - Academic Area Taught at Least One-Half of the Time

Area	Number	Percent
Major Area of Academic Training	500	64
Minor Area of Academic Training	66	8
Major and Minor Area of Academic Training	69	9
Subjects not in Major or Minor etc.	74	9
Held an Administrative Post	35	5
No Response	36	5
Total	780	100%

The following chart lists the responses given to question #23. It lists those teachers leaving the state of Kentucky, those remaining in Kentucky, those still in education, and those not in education as well as the total. The numbers 1-9 correspond with the number of reasons on the questionnaire and the letters indicate the order of preference that the respondent checked. The letter "A" indicates first, "B" second, and "C" a response of third.

FACTORS INFLUENCING DECISION TO LEAVE

Total Responses	Leaving Kentucky	Remaining in Kentucky	Still in Education	Not in Education
1. (a) 61	14	47	53	6
(b) 42	18	27	36	8
(c) 33	13	20	26	5
2. (a) 25	8	17	23	2
(b) 28	9	19	22	5
(c) 28	15	13	21	5
3. (a) 23	4	19	22	1
(b) 27	4	23	18	8
(c) 13	6	7	12	1
4. (a) 119	46	71	88	28
(b) 60	22	37	48	11
(c) 46	11	32	34	9
5. (a) 83	36	43	62	20
(b) 23	10	11	14	6
(c) 6	1	5	5	1
6. (a) 20	2	14	3	14
(b) 5	2	3	0	5
(c) 14	4	9	3	10
7. (a) 171	30	134	84	73
(b) 35	9	24	25	10
(c) 18	6	11	10	7
8. (a) 37	12	23	34	3
(b) 73	20	53	49	23
(c) 57	19	38	40	16
9. (a) 232	51	175	176	45
(b) 60	21	37	45	12
(c) 42	10	32	29	13

24 - State or Country in which Turnover Teachers are Now Residing

State or Country	Number	Percent
Kentucky	547	70
Indiana	44	6
Ohio	49	6
Illinois	6	1
Missouri	0	-
Tennessee	18	2
Virginia	5	1
West Virginia	2	-
Other	73	9
No Response	36	5
Total	780	100%

25 - Population of the Community in which Turnover Teachers are Now Residing

Population	Number	Percent
Less than 500	70	9
500 - 2,499	163	21
2,500 - 4,999	72	9
5,000 - 9,999	74	9
10,000 - 19,999	83	11
20,000 and Over	250	32
No Response	68	9
Total	780	100%

26 - Living in the School District in Which They Taught in 1964-65

	Number	Percent
Yes	259	33
No	475	61
No Response	46	6
Total	780	100%

28 - Still Employed in Education

	Number	Percent
Yes	543	70
No	188	24
No Response	49	6
Total	780	100%

29 - Total Enrollment in School District

Enrollment	Number	Percent*
Less than 50	3	1
50 - 149	5	1
150 - 299	11	2
300 - 599	39	7
600 - 1,199	58	11
1,200 - 5,999	201	37
6,000 - 11,999	59	11
12,000 or Over	73	13
No Response	94	17
Total	543	100%

30 - Total Enrollment in School

Enrollment	Number	Percent
Less than 50	3	1
50 - 99	7	1
100 - 299	66	12
300 - 499	128	24
500 or More	271	50
Not Applicable	18	3
No Response	50	9
Total	543	100%

*Percentages for questions 29-35 were calculated for those remaining in education only.

31 - Number of Teachers in the School

	Number	Percent
Less than 11	58	11
11 - 20	119	22
21 - 30	122	22
31 - 50	94	17
50 or More	79	15
Not Applicable	14	3
No Response	57	10
Total	543	100%

32 - Teaching Level

Level	Number	Percent
Elementary	204	38
Junior High School	114	21
Senior High School	174	32
Not Applicable	51	9
Total	543	100%

33 - Administration

Administration	Number	Percent
Elementary	52	9
Junior High	18	3
Senior High	25	5
Superintendent	5	1
Not Applicable	443	82
Total	543	100%

34 - Special Services

Services	Number	Percent
Guidance and/or Counseling	22	4
Supervision	20	4
Library	24	4
Special Education	26	5
Other	44	8
Not Applicable	407	75
Total	543	100%

35 - Teaching Primarily in Major Area of Academic Training

Area	Number	Percent
Major	322	59
Minor	41	8
Major and Minor	46	8
Neither	30	6
Administrative	32	6
No Response	72	13
Total	543	100%

36 - Promotion involved in Transfer

Promotion	Number	Percent
Yes	71	13
No	395	73
No Response	77	14
Total	543	100%

TEACHER TURNOVER STUDY
PART IV

N - No Influence
S - Slight Influence
M - Moderate Influence
D - Decided Influence

	Teachers Leaving Kentucky	Teachers Remaining in Kentucky	Total Teacher Responses
	Administrative and Supervisory Factors		
37.	N - 124 S - 19 M - 22 D - 19	N - 364 S - 49 M - 39 D - 45	N - 500 S - 69 M - 64 D - 64
38.	N - 122 S - 21 M - 14 D - 25	N - 355 S - 38 M - 44 D - 62	N - 489 S - 60 M - 59 D - 89
39.	N - 125 S - 17 M - 22 D - 18	N - 377 S - 49 M - 27 D - 41	N - 581 S - 67 M - 50 D - 61
40.	N - 142 S - 19 M - 7 D - 13	N - 392 S - 38 M - 37 D - 24	N - 545 S - 59 M - 47 D - 39
41.	N - 101 S - 19 M - 16 D - 9	N - 276 S - 42 M - 38 D - 22	N - 384 S - 61 M - 57 D - 31
	Community Factors		
42.	N - 151 S - 12 M - 10 D - 13	N - 442 S - 25 M - 20 D - 13	N - 608 S - 37 M - 30 D - 26

	Teachers Leaving Kentucky	Teachers Remaining in Kentucky	Total Teacher Responses
43.	N - 134 S - 24 M - 16 D - 12	N - 401 S - 45 M - 29 D - 26	N - 547 S - 70 M - 46 D - 39
44.	N - 123 S - 23 M - 28 D - 14	N - 378 S - 60 M - 33 D - 28	N - 512 S - 84 M - 63 D - 42
45.	N - 107 S - 22 M - 21 D - 35	N - 356 S - 51 M - 41 D - 46	N - 472 S - 74 M - 65 D - 83
46.	N - 140 S - 15 M - 12 D - 9	N - 450 S - 18 M - 15 D - 13	N - 606 S - 33 M - 28 D - 22
47.	N - 130 S - 20 M - 17 D - 20	N - 419 S - 27 M - 26 D - 21	N - 560 S - 46 M - 42 D - 39
48.	N - 120 S - 33 M - 13 D - 14	N - 378 S - 46 M - 18 D - 34	N - 511 S - 80 M - 32 D - 49
49.	N - 134 S - 13 M - 7 D - 8	N - 388 S - 11 M - 15 D - 14	N - 534 S - 24 M - 22 D - 22

	Teachers Leaving Kentucky	Teachers Remaining in Kentucky	Total Teacher Responses
		Economic Factors	
50.	N - 146 S - 6 M - 2 D - 27	N - 402 S - 13 M - 15 D - 52	N - 562 S - 19 M - 18 D - 80
51.	N - 135 S - 11 M - 5 D - 24	N - 386 S - 17 M - 33 D - 47	N - 534 S - 29 M - 38 D - 73
52.	N - 68 S - 13 M - 24 D - 90	N - 414 S - 16 M - 18 D - 33	N - 481 S - 29 M - 44 D - 126
53.	N - 58 S - 15 M - 21 D - 85	N - 287 S - 61 M - 48 D - 106	N - 343 S - 77 M - 70 D - 199
54.	N - 79 S - 20 M - 21 D - 31	N - 287 S - 27 M - 42 D - 54	N - 376 S - 47 M - 65 D - 88
		Personal and Family Factors	
55.	N - 142 S - 5 M - 4 D - 32	N - 385 S - 16 M - 15 D - 67	N - 539 S - 22 M - 19 D - 102
56.	N - 119 S - 25 M - 24 D - 17	N - 352 S - 49 M - 45 D - 38	N - 482 S - 77 M - 69 D - 58

	Teachers Leaving Kentucky	Teachers Remaining in Kentucky	Total Teacher Responses
57.	N - 164	N - 426	N - 604
	S - 6	S - 24	S - 30
	M - 7	M - 14	M - 21
	D - 6	D - 19	D - 27
58.	N - 118	N - 411	N - 542
	S - 3	S - 8	S - 12
	M - 4	M - 8	M - 12
	D - 53	D - 54	D - 108
59.	N - 112	N - 384	N - 506
	S - 2	S - 4	S - 6
	M - 3	M - 9	M - 13
	D - 55	D - 67	D - 125
60.	N - 156	N - 389	N - 556
	S - 2	S - 3	S - 6
	M - 1	M - 3	M - 4
	D - 11	D - 50	D - 63
61.	N - 158	N - 386	N - 558
	S - 1	S - 2	S - 3
	M - 1	M - 2	M - 3
	D - 9	D - 59	D - 69
62.	N - 114	N - 312	N - 438
	S - 16	S - 18	S - 34
	M - 4	M - 15	M - 19
	D - 9	D - 19	D - 28
		Pupil Factors	
63.	N - 127	N - 384	N - 522
	S - 25	S - 53	S - 81
	M - 21	M - 33	M - 56
	D - 8	D - 22	D - 30

	Teachers Leaving Kentucky	Teachers Remaining in Kentucky	Total Teacher Responses
64.	N - 121	N - 362	N - 496
	S - 32	S - 60	S - 93
	M - 21	M - 45	M - 68
	D - 9	D - 24	D - 33
65.	N - 113	N - 328	N - 451
	S - 23	S - 47	S - 73
	M - 19	M - 48	M - 68
	D - 27	D - 70	D - 100
66.	N - 107	N - 313	N - 429
	S - 24	S - 51	S - 76
	M - 12	M - 26	M - 38
	D - 11	D - 29	D - 42

Working Conditions

67.	N - 120	N - 352	N - 481
	S - 26	S - 46	S - 75
	M - 24	M - 47	M - 74
	D - 15	D - 43	D - 59
68.	N - 84	N - 272	N - 363
	S - 22	S - 53	S - 77
	M - 36	M - 64	M - 91
	D - 51	D - 101	D - 157
69.	N - 102	N - 300	N - 410
	S - 21	S - 40	S - 63
	M - 22	M - 56	M - 80
	D - 36	D - 92	D - 133
70.	N - 87	N - 313	N - 410
	S - 34	S - 82	S - 119
	M - 36	M - 42	M - 80
	D - 25	D - 55	D - 81

	Teachers Leaving Kentucky	Teachers Remaining in Kentucky	Total Teacher Responses
71.	N - 107	N - 318	N - 433
	S - 23	S - 62	S - 88
	M - 25	M - 47	M - 74
	D - 37	D - 69	D - 100
72.	N - 144	N - 416	N - 571
	S - 20	S - 39	S - 59
	M - 10	M - 23	M - 37
	D - 8	D - 16	D - 26
73.	N - 148	N - 402	N - 563
	S - 19	S - 38	S - 57
	M - 9	M - 26	M - 37
	D - 7	D - 27	D - 35
74.	N - 122	N - 344	N - 476
	S - 24	S - 57	S - 82
	M - 13	M - 37	M - 54
	D - 21	D - 53	D - 76
75.	N - 114	N - 342	N - 466
	S - 33	S - 64	S - 99
	M - 20	M - 39	M - 60
	D - 15	D - 44	D - 62
76.	N - 105	N - 300	N - 414
	S - 12	S - 45	S - 57
	M - 17	M - 24	M - 41
	D - 19	D - 32	D - 53

Alabama:
- Auburn University (1)

Arkansas:
- Harding College (1)
- Ouachita Baptist University (1)
- University of Arkansas (2)

Colorado:
- Colorado State University (1)
- Oakland City College (1)

Florida:
- Florida Southern College (1)
- Florida State University (2)
- Stetson University (1)

Georgia:
- Georgia State (1)
- University of Georgia (1)

Illinois:
- Evansville College (1)
- Lewis College (1)
- North Central College (1)
- Northwestern University (1)
- Southern Illinois University (2)

Indiana:
- Hanover College (1)
- Indiana University (7)
- Purdue University (2)
- Taylor University (1)

Iowa:
- Drake University (1)
- Westmar College (1)

Kansas:
- Southwestern College (1)
- Wichita State University (1)

Kentucky:
- Asbury (14)
- Berea (14)
- Brescia (3)
- Campbellsville (24)
- Catherine Spalding (7)
- Centre (8)
- Cumberland (16)
- Eastern Kentucky University (94)
- Georgetown (34)
- Kentucky State College (6)
- Kentucky Wesleyan (17)
- Morehead University (51)
- Murray University (43)
- Nazareth (3)
- Pikeville (4)
- Southern Baptist Theo. Seminary (1)
- Transylvania (12)
- Union (20)
- University of Kentucky (82)
- University of Louisville (17)
- Ursuline (2)
- Villa Madonna (4)
- Western Kentucky University (119)

Louisiana:
- Louisiana Polytechnic Institute (1)

Maryland:
- University of Maryland (1)

Michigan:
- Adrian College (1)
- Central University (1)
- Eastern Michigan University (1)
- Michigan State University (2)
- University of Michigan (1)
- Western Michigan (1)

Missouri:
- Lincoln University (1)
- Lindenwood (1)
- University of Missouri (1)

New Mexico:
- University of New Mexico (1)

New York:
- City College of New York (1)
- New York State University (1)
- University of Buffalo (2)

North Carolina:
- Greensboro College (1)
- University of North Carolina (2)

Ohio:
- Denison University (1)
- Hiram College (1)
- Miami of Ohio (2)
- Ohio Wesleyan (1)
- Our Lady of Cincinnati (1)
- Rio Grande (2)
- University of Akron (1)
- University of Cincinnati (9)
- Western College for Women (1)
- Xavier University (1)

Oklahoma:
- Oklahoma Baptist University (1)
- Oklahoma State University (1)

Pennsylvania:
- St. Joseph College (1)

South Carolina:
- Anderson College (1)
- Erskine College (1)
- University of South Carolina (1)
- Winthrop College (1)

Tennessee:
- Austin Peay (12)
- Belmont College (1)
- Carson-Newman (1)
- David Lipscomb (2)
- George Peabody (10)
- Knoxville College (1)
- Lambuth College (1)
- Lane College (1)
- Lincoln Memorial University (1)
- Middle Tennessee State (2)
- Tennessee A and I (5)
- Tennessee Tech. University (1)
- Trevecca Nazarene College (2)
- Tusculum College (1)
- University of Tennessee (2)

Texas:
- East Texas Baptist (1)

Virginia:
- Bethany College (1)
- Bluefield State (1)
- Hampton Institute (1)
- Old Dominion (1)
- Radford College (1)
- University of Virginia (2)
- William and Mary (1)

West Virginia:
- Marshall University (10)
- West Virginia University (1)
- Western Virginia State (1)

Wisconsin:
- Marquette University (1)

1964-65 TEACHER TURNOVER STUDY

1965-66 RESIDENCE OF KENTUCKY'S 1964-65 TURNOVER TEACHERS

By Frequency		Alphabetically	
Florida	11	Alabama	4
Georgia	7	Arizona	2
Alabama	4	Arkansas	2
Michigan	4	California	2
New Mexico	3	Conneticut	1
New York	3	Florida	11
North Carolina	3	Georgia	7
South Carolina	3	Hawaii	1
Vermont	3	Iowa	2
Arizona	2	Louisiana	2
Arkansas	2	Maryland	2
California	2	Michigan	4
Iowa	2	Minnesota	1
Louisiana	2	Mississippi	1
Maryland	2	New Jersey	2
New Jersey	2	New Mexico	3
Texas	2	New York	3
Washington, D.C.	2	North Carolina	3
Conneticut	1	Oklahoma	1
Hawaii	1	Pennsylvania	1
Minnesota	1	Puerto Rico	1
Mississippi	1	South Carolina	3
Oklahoma	1	Texas	2
Pennsylvania	1	Vermont	3
Puerto Rico	1	Washington, D.C.	2
Not Reported	7	Not Reported	7

APPENDIX

COMMONWEALTH OF KENTUCKY

Department of Education

FRANKFORT

December 21, 1965

Dear Superintendent:

We are making a study of teacher mobility in the public schools of Kentucky. In this study we are attempting to determine the reasons for teacher turnover in order that we can take positive steps toward preventing teachers from leaving Kentucky.

On the attached form, please send us a list of the teachers in your district who left your school district between the 1964-1965 and the 1965-1966 school year. We are particularly interested in getting these teachers' addresses. If you are unable to furnish us with their forwarding addresses, please send us the addresses they used while still in your district.

We plan to complete this study by January 21, 1966 so it can be included in the Foundation Program Study now being conducted by the Kentucky Education Association and the State Department of Education.

Sincerely,

Kern Alexander

Kern Alexander,
Systems Specialist

KA/rrb

Enclosure

Teachers Leaving District (Both going to other districts in Kentucky and other States)
Between the School Years of 1964-65 and 1965-66.

NAME OF DISTRICT_____

Name of Teacher	Address while in your district. Street, City	New Address Street, City, State

COMMONWEALTH OF KENTUCKY

Department of Education

FRANKFORT 40601

February 7, 1966

Dear Superintendent:

This is a follow-up on the "teacher mobility" questionnaire mailed to you on December 21, 1965. In this study we are attempting to ascertain why teachers leave their teaching jobs to move elsewhere. This type of study should be of great benefit in future retention of our teaching forces in Kentucky. If you have not already returned your questionnaire, we are enclosing another for your use.

Thank you.

Sincerely,

Harry M. Sparks

Harry M. Sparks
Superintendent of Public Instruction

HMS/KA:rrb

Enclosure

COMMONWEALTH OF KENTUCKY

Department of Education

FRANKFORT

April 20, 1966

Dear Teacher:

We are making a study of teacher turnover in the public schools of Kentucky in an attempt to identify the reasons for teachers leaving their positions. Approximately 2,000 teachers were identified who left their teaching positions between the 1964-65 and 1965-66 school years. You are one of these teachers. We have mailed questionnaires to all 2,000 of the teachers and have received 600 replies.

If you have not previously returned the initial questionnaire, please fill out the follow-up questionnaire enclosed and return in the stamped envelope.

We will appreciate your assistance and we are confident, with your help, this study can be of great benefit to the Kentucky teacher.

Sincerely,

Kern Alexander

Kern Alexander, Director
Division of Statistical Services

KA/rrb

Enclosures

TEACHER TURNOVER STUDY QUESTIONNAIRE

PLEASE COMPLETE THE QUESTIONNAIRE BY CHECKING THE APPROPRIATE ITEMS AND FILLING IN THE REQUESTED INFORMATION. RETURN THE COMPLETED QUESTIONNAIRE TO: DR. KERN ALEXANDER, SYSTEMS SPECIALIST, STATE DEPARTMENT OF EDUCATION, FRANKFORT, KENTUCKY 40601

THIS IS AN ACADEMIC STUDY. ALL PERSONAL INFORMATION WILL BE HELD IN STRICT CONFIDENCE. THE STUDY WILL BE MADE WITHOUT ANY MENTION OF NAMES OR SCHOOL DISTRICTS.

PART I
PERSONAL DATA

1. YOUR SEX:
   _____(1) MALE
   _____(2) FEMALE

2. YOUR AGE GROUP:
   _____(1) 19 OR UNDER
   _____(2) 20-24
   _____(3) 25-29
   _____(4) 30-34
   _____(5) 35-39
   _____(6) 40-49
   _____(7) 50-59
   _____(8) 60 OR OVER

3. YOUR MARITAL STATUS:
   _____(1) SINGLE
   _____(2) MARRIED
   _____(3) DIVORCED
   _____(4) SEPARATED
   _____(5) WIDOWED

4. NUMBER OF DEPENDENTS; I.E. SPOUSE AND CHILDREN
   _____(1) 0
   _____(2) 1-2
   _____(3) 3-4
   _____(4) 5-7
   _____(5) 8 OR MORE

5. HIGHEST DEGREE EARNED:
   _____(1) LESS THAN BA OR BS
   _____(2) BA OR BS IN EDUCATION
   _____(3) BA OR BS NOT IN EDUCATION
   _____(4) MASTER'S IN EDUCATION
   _____(5) MASTER'S NOT IN EDUCATION
   _____(6) ED. S. (ED. SPECIALIST)
   _____(7) DOCTORATE

6,7,8 PLEASE LIST YOUR ACADEMIC MAJOR: (A MINIMUM OF 30 SEMESTER HOURS OR 45 QUARTER HOURS)

_____

PLEASE LIST YOUR ACADEMIC MINOR: (A MINIMUM OF 20 SEMESTER HOURS OR 30 QUARTER HOURS)

_____

_____

OR

_____ ELEMENTARY

9. INSTITUTION GRANTING YOUR DEGREE, OR IF NON-DEGREED THE INSTITUTION PROVIDING EDUCATION COURSES FOR CERTIFICATE
   _____(1) UNIV. OF KY.
   _____(2) WESTERN KY. ST.
   _____(3) EASTERN KY. ST.
   _____(4) MOREHEAD KY. ST.
   _____(5) MURRAY KY. ST.
   _____(6) UNIV. OF LOUISVILLE
   _____(7)_____
   OTHER: PLEASE SPECIFY

10. TYPE OF KENTUCKY TEACHING CERTIFICATE HELD:
   _____(1) PROVISIONAL ELEMENTARY
   _____(2) PROVISIONAL SECONDARY
   _____(3) STANDARD ELEMENTARY
   _____(4) STANDARD SECONDARY
   _____(5) SUPERINTENDENT
   _____(6) ELEMENTARY PRINCIPAL
   _____(7) SECONDARY PRINCIPAL
   _____(8) PUPIL PERSONAL SER. (GUID.)
   _____(9) _____
   OTHER: PLEASE SPECIFY

11. NUMBER OF YEARS TEACHING EXPERIENCE:
   _____(1) LESS THAN 1 SCHOOL YEAR
   _____(2) 1
   _____(3) 2-3
   _____(4) 4-5
   _____(5) 6-9
   _____(6) 10-14
   _____(7) 15 OR MORE

12. RATE YOURSELF AS A TEACHER
   _____(1) EXCELLENT
   _____(2) GOOD
   _____(3) AVERAGE
   _____(4) FAIR
   _____(5) POOR

13. PROFESSIONAL ASSOCIATION MEMBERSHIP WHILE TEACHING IN KENTUCKY:

		No. of Years Belonging
_____	(1) KEA	_____
_____	(2) NEA	_____
_____	(3) AFT	_____
_____	(4) LOCAL ED. ASS.	_____
_____	(5) _____	_____

OTHER: PLEASE SPECIFY

PART II
YOUR FORMER LOCATION

QUESTIONS 14 THROUGH 23 CONCERN THE SITUATION IN WHICH YOU WERE EMPLOYED DURING THE 1964-65 SCHOOL YEAR.

14. POPULATION OF THE COMMUNITY IN WHICH YOU LIVED.
_____(1) LESS THAN 500
_____(2) 500-2,499
_____(3) 2,500-4,999
_____(4) 5,000-9,999
_____(5) 10,000-19,999
_____(6) 20,000 OR MORE

15. TOTAL ENROLLMENT IN SCHOOL DISTRICT:
_____(1) LESS THAN 50
_____(2) 50-149
_____(3) 150-299
_____(4) 300-599
_____(5) 600-1,199
_____(6) 1,200 - 5,999
_____(7) 6,000 - 11,999
_____(8) 12,000 OR MORE

16. TOTAL ENROLLMENT IN SCHOOL IN WHICH YOU TAUGHT:
_____(1) LESS THAN 50
_____(2) 50-99
_____(3) 100-299
_____(4) 300-499
_____(5) 500 OR MORE
_____(6) NOT APPLICABLE, SUPT., ETC.

17. NUMBER OF TEACHERS IN THE SCHOOL IN WHICH YOU TAUGHT:
_____(1) LESS THAN 11
_____(2) 11-20
_____(3) 21-30
_____(4) 31-50
_____(5) 50 OR MORE
_____(6) NOT APPLICABLE, SUPT., ETC.

QUESTIONS 18, 19, AND 20 CONCERN YOUR AREA OF SPECIALTY. PLEASE CHECK ONLY THE ITEMS WHICH ARE APPLICABLE TO YOUR 1964-65 POSITION.

18. TEACHING:
_____(1) ELEMENTARY (K-6)
_____(2) JUNIOR HIGH (7-8,7-9)
_____(3) SENIOR HIGH (10-12) (9-12)

19. ADMINISTRATION:
_____(1) ELEMENTARY
_____(2) JUNIOR HIGH
_____(3) SENIOR HIGH
_____(4) SUPERINTENDENT

20. SPECIAL SERVICES:
_____(1) GUIDANCE AND/OR COUNSELING
_____(2) SUPERVISION
_____(3) LIBRARY
_____(4) SPECIAL EDUCATION
_____(5) OTHER: PLEASE SPECIFY _____

21. IN WHICH AREA WERE YOU TEACHING AT LEAST ONE-HALF TIME? (CHECK ONE)
_____(1) YOUR MAJOR AREA OF ACADEMIC TRAINING
_____(2) YOUR MINOR AREA OF ACADEMIC TRAINING
_____(3) YOUR MAJOR AND MINOR AREAS OF ACADEMIC TRAINING
_____(4) SUBJECTS NOT IN EITHER MAJOR OR MINOR AREAS OF ACADEMIC TRAINING
_____(5) HELD AN ADMINISTRATIVE POST

22. ANNUAL TEACHING SALARY:
_____(1) UNDER $3,499
_____(2) $3,500-$3,999
_____(3) $4,000-$4,499
_____(4) $4,500-$4,999
_____(5) $5,000-$5,499
_____(6) $5,500-$5,999
_____(7) $6,000-$6,499
_____(8) $6,500-$6,999
_____(9) $7,000 OR OVER

23. INDICATE IN ORDER OF IMPORTANCE THE THREE MOST IMPORTANT OF THE FOLLOWING FACTORS THAT INFLUENCED YOUR DECISION TO LEAVE YOUR 1964-65 POSITION. PLEASE RANK INORDER OF IMPORTANCE.
_____(1) ADMINISTRATIVE AND/OR SUPERVISORY RELATIONSHIP UNSATISFACTORY
_____(2) ADVERSE COMMUNITY CONDITIONS
_____(3) CRITICAL DIFFERENCE OF OPINION WITH ADMINISTRATOR
_____(4) ECONOMIC NECESSITY
_____(5) HUSBAND (OR WIFE) CHANGED EMPLOYMENT
_____(6) LEFT TEACHING PROFESSION PERMANENTLY
_____(7) PERSONAL REASONS (RETURNED TO COLLEGE, MARRIED, DIVORCED, HEALTH, ETC.)
_____(8) UNSATISFACTORY TEACHING CONDITIONS (INADEQUATE FACILITIES, PUPIL-TEACHER RATIO TOO HIGH, ETC.)
_____(9) OTHER (PLEASE SPECIFY)_____

PART III
YOUR PRESENT LOCATION

QUESTIONS 24 THROUGH 36 CONCERN YOUR PRESENT SITUATION. EVEN THOUGH YOU MAY BE NO LONGER TEACHING, PLEASE ANSWER ALL THE QUESTIONS WHICH ARE APPLICABLE.

24. STATE OR COUNTRY IN WHICH YOU ARE NOW TEACHING OR RESIDING:

_____(1) KENTUCKY
_____(2) INDIANA
_____(3) OHIO
_____(4) ILLINOIS
_____(5) MISSOURI
_____(6) TENNESSEE
_____(7) VIRGINIA
_____(8) WEST VIRGINIA
_____(9) _____
OTHER: (PLEASE SPECIFY)

25. POPULATION OF THE COMMUNITY IN WHICH YOU ARE LIVING:

_____(1) LESS THAN 500
_____(2) 500-2,499
_____(3) 2,500-4,999
_____(4) 5,000-9,999
_____(5) 10,000-19,999
_____(6) 20,000 AND OVER

26. ARE YOU STILL LIVING IN THE SCHOOL DISTRICT WHERE YOU TAUGHT LAST YEAR?

_____(1) YES
_____(2) NO

27. ANNUAL SALARY:

_____(1) NOT WORKING THIS YEAR
_____(2) UNDER $3,499
_____(3) $3,500-$3,999
_____(4) $4,000-$4,499
_____(5) $4,500-$4,999
_____(6) $5,000-$5,499
_____(7) $5,500-$5,999
_____(8) $6,000-$6,499
_____(9) $6,500-$6,999
_____(10) $7,000 OR OVER

28. ARE YOU STILL EMPLOYED IN EDUCATION?

_____(1) YES
_____(2) NO

PLEASE ANSWER QUESTIONS 29 THROUGH 36 ONLY IF YOU ARE STILL EMPLOYED IN EDUCATION. IF YOU ARE NO LONGER INVOLVED IN EDUCATION, KINDLY RESUME WITH ITEM NUMBER 37.

29. TOTAL ENROLLMENT IN SCHOOL DISTRICT:

_____(1) LESS THAN 50
_____(2) 50-149
_____(3) 150-299
_____(4) 300-599
_____(5) 600-1,199
_____(6) 1,200-5,999
_____(7) 6,000-11,999
_____(8) 12,000 OR OVER

30. TOTAL ENROLLMENT OF SCHOOL IN WHICH YOU ARE TEACHING:

_____(1) LESS THAN 50
_____(2) 50-99
_____(3) 100-299
_____(4) 300-499
_____(5) 500-OR MORE
_____(6) NOT APPLICABLE (SUPT., ETC.)

31. NUMBER OF TEACHERS IN THE SCHOOL IN WHICH YOU ARE TEACHING:

_____(1) LESS THAN 11
_____(2) 11-20
_____(3) 21-30
_____(4) 31-50
_____(5) 50 OR MORE
_____(6) NOT APPLICABLE (SUPT., ETC.)

QUESTIONS 32,33, AND 34 CONCERN YOUR AREA OF SPECIALTY. PLEASE CHECK ONLY THOSE ITEMS WHICH ARE APPLICABLE TO YOUR 1964-65 POSITION.

32. TEACHING:

_____(1) ELEMENTARY(K-6)
_____(2) JUNIOR HIGH (7-8, 7-9)
_____(3) SENIOR HIGH (9-12) (10-12)

33. ADMINISTRATION:

_____(1) ELEMENTARY
_____(2) JUNIOR HIGH
_____(3) SENIOR HIGH
_____(4) SUPERINTENDENT

34. SPECIAL SERVICES:

_____(1) GUIDANCE AND/OR COUNSELING
_____(2) SUPERVISION
_____(3) LIBRARY
_____(4) SPECIAL EDUCATION
_____(5) _____
OTHER (PLEASE SPECIFY)

35. ARE YOU TEACHING PRIMARILY IN: (CHECK ONE)

_____(1) YOUR MAJOR AREA OF ACADEMIC TRAINING
_____(2) YOUR MINOR AREA OF ACADEMIC TRAINING
_____(3) YOUR MAJOR AND MINOR AREAS OF ACADEMIC TRAINING.
_____(4) SUBJECTS NOT IN EITHER MAJOR OR MINOR AREA OF ACADEMIC TRAINING.
_____(5) HOLD AN ADMINISTRATIVE POST

36. WAS A PROMOTION INVOLVED IN YOUR TRANSFER? (I.E., TEACHER TO PRINCIPAL, PRINCIPAL TO SUPERINTENDENT, ETC.)

_____(1) YES
_____(2) NO

PART IV
REASONS FOR LEAVING YOUR 1964-65 POSITION

(PLEASE COMPLETE REGARDLESS OF PRESENT POSITION)

RECTIONS: AS YOU READ EACH STATEMENT, ASK YOURSELF THIS QUESTION: TO WHAT EXTENT DID THIS FACTOR INFLUENCE DECISION TO LEAVE THE POSITION I HELD DURING THE 1964-65 SCHOOL YEAR? RATE THE INFLUENCE OF EACH FACTOR BY IRCLING THE LETTER WHICH MOST CLEARLY DEFINES YOUR POSITION.

N = THE FACTOR HAD NO INFLUENCE ON YOUR DECISION TO CHANGE POSITIONS
S = THE FACTOR HAD A SLIGHT INFLUENCE ON YOUR DECISION TO CHANGE POSITIONS
M = THE FACTOR HAD A MODERATE INFLUENCE ON YOUR DECISION TO CHANGE POSITIONS
D = THE FACTOR HAD A DECIDED INFLUENCE ON YOUR DECISION TO CHANGE POSITIONS

A. ADMINISTRATIVE AND SUPERVISORY FACTORS

S M D 37. ADMINISTRATOR FAILED TO APPRECIATE AND PRAISE WORTHY TEACHERS.

S M D 38. ADMINISTRATOR FAILED TO SUPPORT TEACHERS' DECISIONS.

S M D 39. BOARD OF EDUCATION GOALS DIFFERED FROM THOSE PERCEIVED BY TEACHER.

N S M D 40. NEW TEACHERS WERE NOT GIVEN ADEQUATE HELP.

N S M D 41. SUPERVISION FOR THE IMPROVEMENT OF INSTRUCTION FAILED TO MEET TEACHERS NEEDS.

N S M D OTHER REASONS (SPECIFY)

_____

_____

_____

B. COMMUNITY FACTORS

S M D 42. COMMUNITY TOO SMALL.

S M D 43. FAILURE OF SCHOOL PATRONS TO RESPECT AND ACCEPT TEACHERS LIKE OTHER PROFESSIONAL PEOPLE.

S M D 44. GENERAL LACK OF PARENTAL INTEREST IN SCHOOL AFFAIRS.

N S M D 45. INADEQUATE COMMUNITY FINANCIAL SUPPORT OF SCHOOLS.

N S M D 46. LIVING AND HOUSING CONDITIONS UNSATISFACTORY.

N S M D 47. RECREATIONAL FACILITIES INADEQUATE.

N S M D 48. SCHOOL BOARD TOO PROVINCIAL.

N S M D 49. UNREASONABLE RESTRICTIONS ON THE PERSONAL, CIVIL, SOCIAL, OR RELIGIOUS LIVES OF TEACHERS.

N S M D OTHER REASONS (SPECIFY)

_____

_____

C. ECONOMIC FACTORS

S M D 50. BUSINESS OR INDUSTRY OFFERED HIGHER INCOME AND BETTER OPPORTUNITY FOR ADVANCEMENT.

S M D 51. NO FINANCIAL FUTURE IN TEACHING.

N S M D 52. OTHER STATES PAID HIGHER SALARIES.

N S M D 53. SALARY INSUFFICIENT.

N S M D 54. SALARY SCHEDULE NOT RELATED TO MERIT.

N S M D OTHER REASONS (SPECIFY)

_____

_____

_____

_____

D. PERSONAL AND FAMILY FACTORS

S M D 55. ACTUAL OR PENDING MARRIAGE OR NEED TO TAKE CARE OF HOME.

S M D 56. DESIRE FOR CHANGE (ADVENTURE).

S M D 57. DESIRE TO BE OWN BOSS.

N S M D 58. FAMILY MOVED OR PLANS TO MOVE.

N S M D 59. IF MARRIED, DID YOUR SPOUSE'S MOVE PROMPT YOUR LEAVING THE POSITION YOU HELD IN 1964-65.

N S M D 60. LEFT POSITION TO RETURN TO COLLEGE.

N S M D 61. MATERNITY

N S M D 62. TEACHING WAS NOT PERSONALLY SATISFYING.

N S M D OTHER REASONS (SPECIFY)

_____

PART IV
(continued)

E. PUPIL FACTORS

N S H D 63. Lack of parental co-operation.

N S H D 64. Pupils lacked a desire to learn.

N S H D 65. Too little relief from pupil contact during the day.

N S H D 66. Too many dull and slow pupils to teach.

N S H D Other reasons (specify)

_____

_____

_____

F. WORKING CONDITIONS

N S H D 67. Classes too large.

N S H D 68. Future outlook for improvement in working conditions too discouraging.

N S H D 69. Lack of opportunity for advancement.

N S H D 70. Lack of teaching aids, materials, and equipment.

N S H D 71. Lack of time for planning preparing, and evaluating teacher activities.

N S H D 72. Other teachers perceived to be too provincial.

N S H D 73. Teachers required to teach subjects in which they lack adequate preparation.

N S H D 74. Teaching too confining, no time to relax during the day.

N S H D 75. Too many routine and monotonous duties.

N S H D 76. Unsatisfactory buildings or campus.

N S H D Other reasons (specify)

_____

_____